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ABSTRACT

A survey of the status of language usage in Chad begins with an overview of the usage patterns of four languages. They include: French, designated the official language as a practical necessity; Chadian Arabic and Sara, important popularly spoken languages in their respective regions; and Toubou, a less prevalent language but one that is spoken by the present chief of state and his main opponent. A matrix follows that rates these four languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

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Language/Area Reference Center

COUNTRY STATUS REPORT:

CHAD

June 1984

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Center for Applied Linguistics/LARC
Country Status Reports
June, 1984
Chad - 1, Overview

In Chad, the official language, French, is spoken and read by less than 15% of the population. Chadian Arabic and Sara are important lingua francas in the North/Central and Southern regions of the country, respectively. Toubou is comprised of the two dialects Teda and Daza and is examined in the country status report as it is the native language of the present chief of state, Hissene Habre, and of his main opponent, the former president Goukouni Oueddai, who presently runs his opposition army from the north of the country.

With Chad's independence from France in 1960, French was named the official language as a practical necessity, for Chad's educational system, modern economy and government were either dominated by, or heavily dependent on expatriate teachers and consultant/advisors (primarily French). In addition, the two major languages--Sara and Chadian Arabic--were not only unwritten languages, but represented regional, ethnic and religious groups traditionally at odds (southern, Sara Christians, and northern, Muslim, multi-ethnic tribesmen). Thus, since 1960, French has been used almost exclusively in education and for government and commerical transactions. Chad's meager press is predominantly French-language, and street signs and public notices appear in French alone. Moreover, because Chad had no university education until 1972, Chadian technicians and teachers are just beginning to replace the foreign experts.

Chadians are aware that if development potential is to be met, the 80-85% of Chad's population outside the school system, must be made working members of the state, capable, at least, of comprehending government transactions and announcements which affect them. A first step was made in providing adult education in the tribal languages via interpreter/teacher trainees. Since Arabic has appeared to be gaining ground as a lingua franca beyond the northern and central regions via trade and a northern-dominated army, and is now spoken in all the major cities of Chad, even in the South, it has begun to be used for administrative functions and affairs of state. Habre now addresses the nation in both Arabic and French, and government "Bulletins" appear in both languages. There is now an Arabic daily newspaper as well. These changes were preceded by the acceptance of Arabic as the official language of instruction in the central part of the country, especially at Abeche.

The apparent ascendancy of Arabic has not affected the status of Sara in southern Chad, however. In the South, work is being done in secondary schools to develop a writing system in the Roman script for Sara, and while French is the predominant medium of instruction in schools in the South, Sara is increasingly used.

It is difficult to envision the future of language planning in Chad. While the various political factions struggle for control of central authority, very little more can be accomplished officially (education at all levels, for example, has been seriously disrupted by nine years of civil war). Opponents of the present regime criticize its "imperialist connections" and point to the official uses of the French language as an example of this. It is likely that the use of Arabic for some official functions reflects both the spread of a lingua franca as mentioned above, as well as an answer to this allegation of neo-imperialism. In the event that a stable, widely-accepted government is installed in N'Djamena, one possible language policy decision would be to make Arabic the official language of greater Chad and Sara the official language of the South. Tribal languages could continue to be used for adult education purposes.

CHAD

Languages

Factoids	French	Arabic	Sara	Toubou
1. Usage rating*	2	3	3	4
2. Increase/decrease	-	?	2	2
3. Chief of State use?	1	1	0	0
4. Armed Forces/written	1	0	0	0
5. Armed Forces/oral	?	?	?	?
6. Government/written	1	0	0	0
7. Government/oral, national	-	-	-	-
8. Government/oral, local	-	-	-	-
9. Court/written	1	0	0	0
10. Court/oral	2	2	3	3
11. Diplomatic use?	1	1	0	0
12. Higher education	1	0	0	0
13. Higher ed: required?	1	?	0	0
14. Secondary education	1	1	0	0
15. Secondary: required?	1	1	0	0
16. Primary education	1	1	0	0
17. Primary: required?	1	1	0	0
18. Adult education	1	3	1	?
19. Popular press use	2	2	0	0
20. Transmission across borders?	-	-	-	-
21. Use in radio broadcasting	2	2	2	2
22. Use in TV broadcasting	-	-	-	-
23. Use in film	2	0	0	0
24. Business/professional/written	2	2	0	0
25. Business/professional/oral	2	1	3	3
26. Use in intellectual circles	2	2	0	0
27. Alphabet situation*	1	1	2	3
28. Status of literature	2	?	0	0
29. Use in signs?	1	0	0	0
30. Teaching materials*	-	2	0	0
31. Bilingual dictionaries*	-	2	0	0

Notes:

Matrix figures are explained on following pages

? = information unavailable within time frame of project

- = not applicable

* = footnotes on following pages

FOOTNOTES

1. 1984 ESTIMATES, NUMBERS OF NATIVE SPEAKERS

Language	Numbers of native speakers	% of Population
Arabic	587,500	12.5%
Sara	881,250	18.75%
Toubou	235,000	5%

27. TYPE OF ALPHABET USED

Language	Alphabet(s) Used
Arabic	Arabic
Sara	Roman
Toubou	Roman (Arabic)

30. TEACHING MATERIALS FOR ENGLISH SPEAKERS

Language	Texts
Arabic (Chadian)	Absi, Samir Abu and Andre Sinaud. Basic Chad Arabic. I: The Pre-Speech Phase; II: Comprehension Texts; III: The Active Phase. Bloomington, IN: Indiana University, Intensive Language Training Center. 1968.
Arabic (Modern Standard)	Abboud, Peter F. et al. Elementary Modern Standard Arabic, Partrs I and II. Ann Arbor, MI: University of Michigan, Department of Near Eastern Studies, 1975-76.
	. Modern Standard Arabic; Intermediate Level: Parts I-III. Ann Arbor, MI: University of Michigan, Department of Near Eastern Studies, 1972.
	Azmi, Sanaa and Belkacem Baccouche. Conversations in Modern Standard Arabic. New Haven, Conn.: Yale University Press, 1984.

31. DICTIONARIES FOR ENGLISH SPEAKERS

Language	Texts
Arabic (Modern Standard)	al-Ba'albaki, Munir. Al Mawrid. A Modern English-Arabic Dictionary, 16th ed. Beirut, Lebanon: Dar al-'Ilm lil Mabayin.
	Wehr, Hans. Arabic-English Dictionary. Edited by J. Milton Cowan. Ithaca, NY: Spoken Language Services, 1977.
	al-Karmi, Hasan S. Al-Manar; English-Arabic Dictionary. New York, NY: St. Martin's Press, 1972.

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UNESCO. World Communications. Paris: UNESCO Press, 1975.

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Explanation of Matrix Figures - a

1. Usage rating, using the State Department classifications
   1: Official language, most widely used.
   2: Official language, not most widely used.
   3: Widely used language, but not official. (Over 10% of population)
   4: Unofficial language used by significant minority (but less than 3)
   5: Unofficial language used by influential minority
      FOOTNOTE: NUMBERS OF SPEAKERS, PERCENTAGE OF TOTAL POPULATION

2. Increase/decrease trends by the year 2000
   1: Number of native speakers will increase in proportion
   2: Number of native speakers will remain proportionally constant
   3: Number of native speakers will decrease in proportion

3. Chief of State use, in addressing populace: YES (1) NO (0)

4. Armed Forces written communications
   1: Only language used in official communiques
   2: One of the languages used in official communiques
   0: Not used in official communiques

5. Armed Forces oral communications
   1: Used on all levels
   2: Used among officers only
   3: Used among multi-lingual NCO's and troops
   4: Used among monolingual troops only
   0: Not used

6. Written government communications
   1: Only language used in official communications
   2: One of the languages used in official communications
   0: Not used in official communications

7. Oral government communications/national level
   1: Official language spoken in national assembly
   2: One of the official languages spoken in national assembly
   0: Not used in government

8. Oral government communications/local level
   1: Official language in local government
   2: One of the official languages used in local government
   3: Allowed in local government proceedings, translated into official language
   0: Not used in local government

9. Court use in written communications
   1: Only language used in official communications
   2: One of the languages used in official communications
   0: Not used

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Explanation of Matrix Figures - b

10. Court use in oral communications
    1: Only official language used in court
    2: One of the official languages used in court
    3: Allowed in courts, translated into official language(s)
    0: Not used in courts

11. Diplomatic use in notes to other countries: YES (1) NO (0)

12. Use in higher education
    1: Official medium of instruction
    2: Unofficial medium of instruction
    0: Not used

13. Language taught as subject in required courses in higher education:
    YES (1) NO (0)

14. Use in secondary education
    1: Official medium of instruction
    2: Unofficial medium of instruction
    0: Not used as medium of instruction

15. Language taught as subject in required courses on secondary level?
    YES (1) NO (0)

16. Use in primary education
    1: Official medium of instruction
    2: Unofficial medium of instruction
    0: Not used as medium of instruction

17. Language taught as subject in required courses on primary level?
    YES (1) NO (0)

18. Language use in adult education
    1: Used in oral and written technical instruction
    2: Used in oral and written life skills instruction
    3: Used in oral life skills instruction
    4: Used in literacy classes only
    0: Not used in adult informal education

19. Language use in popular press
    1: Used in publications throughout country
    2: Used in centrally-based publications with national distribution
    3: Used only in regional and local publications
    4: Used in clandestine publications only
    0: Not used

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Explanation of Matrix Figures - c

20. Language used in radio/TV transmission across national borders?
YES (1) NO (0)

21. Language use in radio broadcasting
1: Language used broadcasting thoughout country
2: Language used in centrally-based national broadcasts
3: Language used in local broadcasting only
3: Language used in clandestine broadcasting only
0: Language not used in radio broadcasting

22. Language use in TV broadcasting
1: Language used in telecasting throughout country
2: Language used in centrally-based national telecasting
3: Language used regional and local telecasting only
0: Language not used in TV

23. Language use in film
1: Language used in indigenous film-making
2: Foreign-language films dubbed/subtitled into language
0: Language not used in films

24. Business/Professional use - written
1: Sole official language in business and professional communications
2: One of the official languages in business and professional communication
0: Not used

25. Business/Professional use - oral
1: Used in trade and commerce throughout country
2: Used in national trade and commerce only
3: Used only in local trade and commerce

26. Language use in intellectual circles
1: Language used in indigenous scholarly publications
2: Language used in formal scholarly discussion
0: Language not used

27. Alphabet situation
1: Established standardized alphabet exists.
2: Alphabet developed, no standardization
3: Competing alphabets exist
0: No alphabet exists
FOOTNOTE: TYPE OF ALPHABET USED

28. Status of indigenous literature
1: Established written tradition exists
2: Literature tradition emerging
3: Popular literature exists
0: No written literature exists

29. Language used in official public signs, notices: YES (1) NO (0)

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Explanation of Matrix Figures - d

30. Teaching materials for English speakers
    1: Wide range of teaching materials exists
    2: Narrow range of teaching materials exists
    0: No teaching materials exist
    FOOTNOTE: SELECTED BIBLIOGRAPHY

31. Dictionaries for English speakers
    1: Wide range of bilingual dictionaries exists
    2: Narrow range of dictionaries exists
    0: No dictionaries exist
    FOOTNOTE: SELECTED BIBLIOGRAPHY